

ALL SAINTS' C of E FEDERATION
YEAR THREE LONG TERM PLAN

Year 3	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Title – Key Question	Stone Age, Bone Age – What did they Yabba-Dabba-Dooo?	Home is where the heart is. (Wow day-Visit to Waters Edge)	Volcanoes ‘V’s’ Mountains (Fire and Ice)	Underground Overground	When in Rome	I like to move it, move it. (British Values)
Key areas of study	What was life like back in the Stone Age?	Split visit between Hessele and Humber.	What are the differences in types of volcano?	How does it Grow?	What was life like for a Roman citizen?	Skeletons & Muscles/Teeth
Main curricular areas	History/Science	Geography	Geography/Science/Art/ D & T	Science /Geography/Art/D & T	History/Geography	Science
Visits	Normanby Hall	Trip to Hessele.	Magna Visit – Science	Visit from local garden centre	Murton Park	Sports events Local Stadium
ENGLISH: READING & WRITING	Poetry Poetry-Performance and comparison.	Poetry Winter Poetry- Performance and descriptive language linked to snow.	Poetry Link to volcano poems. (rich vocabulary) Guided Reading Blue John	Poetry Descriptive language-desert and Game reserve (senses).	Poetry What the Romans did for us poem.	Poetry Movement poems (rich vocabulary)
SPEAKING & LISTENING	Narrative Meeting tale – Stone Age Boy/ Stig of the Dump Non-Narrative Non-Chron report Skara-Brae (Completed during theme time)	Narrative Conquering the monster- Matilda Non-Narrative Recount Trip to Hessele	Narrative Tale of Fear – Escape from Pompeii Non-Narrative Explanation text How does a volcano erupt/ Avalanche take place?	Narrative Journey Tale- Akimbo Non-Narrative Information leaflet- Endangered animals/	Narrative A Boudicca Story Non-Narrative Persuasive letter (Boudica)	Narrative Rags to Riches Charlie and the chocolate factory. Non-Narrative Biography of Usain Bolt and Joe Wicks
MATHS	Daily Basic Skills: x tables, mental recall facts and strategies (bonds, doubles, halves, inverse operations) days/weeks/months/years/time.					
	Number – number and place value Calculations – addition and subtraction	Multiplication and division - Focus on 3/4/ and 8. Further multiplication and division - Written methods	Measurement: Length/ Mass/ Volume Money	Measurement: Fractions Time	Geometry: -Properties of shapes (Angles) --Properties of shapes (Lines and Shapes) -Perimeter of figures.	Statistics: Picture and bar graphs
SCIENCE	Forces and Magnets Pupils should be taught to: - Compare how things move on different surfaces - Notice that some forces need contact between two objects, but magnetic forces can act at a distance - Observe how magnets attract or repel each other and attract some materials and not others - Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials - Describe magnets as having two poles - Predict whether two magnets will attract or repel each other, depending on which poles are facing.		Rocks - Pupils should be taught to: compare and group together different kinds of rocks on the basis of their appearance and simple physical properties - Describe in simple terms how fossils are formed when things that have lived are trapped within rock - Recognise that soils are made from rocks and organic matter.	Plants Pupils should be taught to: - Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers - Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant - Investigate the way in which water is transported within plants - Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Light Pupils should be taught to: -Recognise that they need light in order to see things and that dark is the absence of light - Notice that light is reflected from surfaces - Recognise that light from the sun can be dangerous and that there are ways to protect their eyes - Recognise that shadows are formed when the light from a light source is blocked by a solid object - Find patterns in the way that the size of shadows change.	Animals, including humans Pupils should be taught to: - Identify that animals, including humans, need the right types and amount of nutrition, and they cannot make their own food; they get nutrition from what they eat. - Identify that humans and some other animals have skeletons and muscles for support, protection and movement. - Construct and interpret a variety of food chains, identifying producers, predators and prey.
Computing	E Safety Learning how to use Google Classroom/ Docs & Slides	Code.org Programming Course C	Making mountain/volcano music Isle of Tune/Garage band/Sound recorder	Creating an opinion poll based on plants (e.g. class favourite flowers) - Google Sheets	Coding- make an animated invaders & settlers timeline using Scratch	Narrate a slide show about an athlete- Adobe Spark
D&T		To design, build and evaluate a model of the U.K.	To make a 3D (working) model of a volcano. Design -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional Make -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], Evaluate -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	Sewing to create a model of a plant. Design -select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	-Creating a roman mosaic using ceramic squares	Great Y3 Cook Off Cooking techniques- Using food that was grown during the Spring Term. Ready Steady Lunchbox - teachers compete to produce the healthiest lunch-Children vote- Then repeat in class.

<p>Art Starting Points: Visual/Tactile: Process: Artists:</p>	<p>In the context of the 'history of stone age art and cave drawings/paintings (charcoal & pastels)</p>		<p>-Painting the exterior of the volcano model. -Collage of a volcano (celebration of learning day)</p>		<p>- Creating a roman mosaic using ceramic squares</p>	
<p>Pupils should be taught: -to create sketch books to record their observations and use them to review and revisit ideas -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>						
<p>MUSIC</p>	<p>Instruments and Notation - The Stone Age Harvest Festival Service – song performances and accompaniments</p>	<p>Instruments and Notation - The Stone Age Harvest Festival Service – song performances and accompaniments.</p>	<p>Timbre – Volcanoes. How different instruments and composers can produce sounds associated with Volcanoes.</p>	<p>Composition - Plants and Flowers</p>	<p>Sounds and Instruments - Fantasia</p>	<p>Them Bones! Singing, actions and accompaniments.</p>
<p>RE ER Agreed syllabus 2016-21 Christianity and Islam (50/50)</p>	<p>UC 2a.3 - What is the Trinity? (Y3 to lead Harvest Church Service) Religion of Islam Introduced Unit 3.1 Remembering - Why remember? Remembrance Day and festivals of remembrance (religious and secular). Explore actions and rituals associated with festive celebrations and times of remembering and how symbols and artefacts may be used to express the belief of a faith member. (Christian Faith) See Christmas overview for lessons in December</p>		<p>Unit 3.2 Faith founders - Who are the faith founders and what did they teach? Investigate the lives of key figures and founders in the major world faiths, looking at how faith members follow the teachings of those founders in the modern world. Explore the key beliefs of two or more world faiths - Christianity, Hinduism and Muslim (Build on Unit 2.2 <i>Believing</i>). There is opportunity to explore the values that guide believers and influence the way in which they live their life. UC 2a.4 - What kind of world did Jesus want?</p>		<p>UC 2a.6 - When Jesus left, what was the impact of Pentecost? Unit 3.3 Encounters - What makes a place sacred? Build on work in Unit 1.3 <i>Worship and festivals</i> provide opportunities to observe worship in more than one faith (Hinduism and Muslim), focusing on its significance for faith members. Make links with a local place of worship and contrast with a place of worship from a different faith. Find out how tradition and ceremony is part of the life of a religious community.</p>	
<p>RE Cross Curricular Links</p>	<p>Art - Children are able to identify/ create symbols of the Trinity using the same mediums they are working on in Art.</p>		<p>History - Considering what kind of world did Jesus want, do you think the eruption of Vesuvius changed the way people treated the world?</p>		<p>Idea Sport/History - How would each world religion's approach to an opening ceremony differ?</p>	
<p>GEOG</p>	<p>Locational knowledge Pupils should be taught to: - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Change of land use – Bridge Head/Country Park/Waters Edge - Name and locate major cities in the UK -Name different counties and identify main physical and human characteristics • Explain why land-use patterns change and how this has affected the local area. • Locate local landmarks in the context of a mapwork Local visits – City centre, Bridgehead Nature Trail (Country Park?) key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>				<p>Place knowledge -understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within Italy Comparison Hull - Rome Locate Naples on a map of Italy - Compare and contrast size of the country with UK (land area, population etc.) - Identify similarities and differences between the City of Hull and 'Naples') Geographical skills and Fieldwork -use the eight points of a compass, four and six-figure grid references, symbols and</p> <p>World records-Tracking achievements of athletes. Character profiles- Where they live. Country with the most records. Is there a link between climate, economy and the type of record? Track achievements on a world map. "Cool Runnings" "Eddie the Eagle"</p>	

HISTORY	<p>Pupils should be taught about: Changes in Britain from the Stone Age to the Iron Age -late Neolithic hunter-gatherers and early farmers for example, Skara Brae -Bronze Age religion, technology and travel, -for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture</p>	Link to previous term's learning. Refer to Stone Age-Iron Age settlements when looking at U.K. map.	Link the study of mountains to the achievements of Edmund Hillary and Sherpa Tensing (climbed mount Everest)	Study of the life of Mary Anning (Fossil Hunter)	<p>The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> • Julius Caesar's attempted invasion in 55-54 BC • the Roman Empire by AD 42 and the power of its army • successful invasion by Claudius and conquest, including Hadrian's Wall • British resistance, for example, Boudica • 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 	History Links-Tracing and comparing the dates of records.
PE	Games-Invasion Games	Dance-Interpretive dance	Dance-Performance Dance	Games-Invasion Games	Games-Wall Games	Games-Athletics Personal Best
PSHCE	<u>New Beginnings</u>	<u>Getting on and Falling out</u>	<u>Going for Goals</u>	<u>Good to be me</u>		<u>Jigsaw-Relationships</u>
Jigsaw themes - New draft PSED Curriculum	Being Me in My World (including Learning Charter)	Celebrating Differences (Including anti-bullying, cyber bullying and diversity work)	Dreams and Goals (Including resilience building)	Healthy Me (Including drug and alcohol education)	Relationships (including conflict resolution)	Changing Me (Including SRE)